

THIRTIETH ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

TO THE

SECRETARY OF THE INTERIOR.

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1887.

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WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
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# COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

## OFFICERS OF THE INSTITUTION.

*Patron.*—GROVER CLEVELAND, President of the United States.  
*President.*—EDWARD MINER GALLAUDET, Ph. D., LL. D.  
*Secretary.*—ROBERT C. FOX, LL. D.  
*Treasurer.*—LEWIS J. DAVIS, Esq.

*Directors.*—HON. E. C. WALTHALL, Senator from Mass.; HON. J. RANDOLPH TUCKER, M. C. from Va.; HON. THOMAS RYAN, M. C. from Kans.—representing the Congress of the United States; HON. HENRY L. DAWES, of Mass.; HON. WILLIAM E. NIBLACK, of Ind.; REV. BYRON SUNDERLAND, D. D.; JAMES C. MCGUIRE, Esq.; WILLIAM W. CORCORAN, Esq.; HON. W. MCKEE DUNN.

## COLLEGE FACULTY.

*President and Professor of Moral and Political Science.*—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Vice-President and Professor of History and Languages.*—EDWARD A. FAY, M. A., Ph. D.  
*Emeritus Professor of Mental Science and English Philology.*—SAMUEL PORTER, M. A.  
*Professor of Natural Science.*—REV. JOHN W. CHICKERING, JR., M. A.

*Professor of Mathematics and Chemistry.*—JOSEPH C. GORDON, M. A.  
*Assistant Professor of History and English.*—J. BURTON HOTCHKISS, M. A.  
*Assistant Professor of Mathematics and Latin.*—AMOS G. DRAPER, M. A.  
*Instructor in Gymnastics.*—JOHN J. CHICKERING, B. A.  
*Instructor in Drawing.*—ARTHUR D. BRYANT, B. Ph.

## FACULTY OF THE KENDALL SCHOOL.

*President.*—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Instructors.*—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; THEODORE A. KIESEL, B. Ph.; SARAH H. PORTER.

*Instructor in Articulation.*—MARY T. G. GORDON.

## DOMESTIC DEPARTMENT.

*Supervisor.*—JOHN B. WIGHT.  
*Attending Physician.*—A. Y. P. GARNETT, M. D.  
*Consulting Physician.*—N. S. LINCOLN, M. D.  
*Matron.*—Miss ELLEN GORDON.

*Assistant Matron.*—Mrs. ALICE J. BISHOP.  
*Assistant Matron.*—Miss MARGARET ALLEN.  
*Master of Shop.*—ALMON BRYANT.  
*Steward.*—H. M. VAN NESS.

# REPORT

## OF THE

### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,  
*Kendall Green, near Washington, D. C., October 4, 1887.*

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ended June 30, 1887:

The pupils remaining in this institution on the 1st of July, 1886, numbered .....	91
Admitted during the year .....	21
Since admitted.....	26
Total.....	138

Under instruction since July 1, 1886, males, 112; females, 26. Of these, 61 have been in the collegiate department, representing twenty States and Ireland, and 77 in the primary department.

A list of the names of the pupils connected with the institution since July 1, 1886, will be found appended to this report.

#### HEALTH OF THE PUPILS.

The general health of the pupils during the year has been exceptionally good. Quite a number, however, have suffered from affections of the eye, these attacks being, in a few cases, quite severe.

No deaths have occurred.

#### COURSES OF INSTRUCTION.

No full statement of the courses of instruction pursued has been made in our annual reports for a number of years. It will, therefore, be no repetition of information heretofore given if an account, somewhat in detail, be now presented of what advantages are afforded to one who passes through the entire period of pupilage in the institution.

There are two distinct departments of instruction, one for the younger pupils, called the Kendall School, in memory of Hon. Amos Kendall, the founder and early benefactor of the institution; the other, for those more advanced, called the National Deaf-Mute College, so named because of its dependence on the National Government, and because its students come to it from all sections of the country, as the only place where the deaf can secure collegiate training. Each of these departments has its own corps of instructors, its dormitories, class-rooms,

play-grounds, and refectories quite separate; the only exercises in common being those of a religious nature on the Sabbath, when all the pupils are assembled to receive moral and religious teaching of an unsectarian character.

In the Kendall School a certain number of boys receive industrial training, under a master, in cabinet and carpenter work, and the female pupils are taught sewing and other household duties.

The importance of increasing our facilities for industrial training will be urged in another part of this report.

Articulation and lip-reading are taught to a majority of the pupils of the Kendall School—to as many, in fact, as are capable of succeeding in speech. In the college those who are able to speak are encouraged to do so on all possible occasions.

Instruction in drawing and painting is given to pupils in both departments.

#### COURSE OF STUDY IN THE KENDALL SCHOOL.

The course of instruction followed in the Kendall School is substantially that pursued by a majority of the institutions for the deaf in this country. Its general aim may be thus stated: To give the pupil a practical understanding and command of the English language, a knowledge of the principles of arithmetic sufficiently extensive to meet his needs in business transactions, a full course in political geography, and a reasonable course in history.

A list of the text-books used is given below; but it should be remarked that the catalogue includes only those that have been lately in use. The choice of text-books is not limited, and undue importance is not attached to their employment during the first two or three years of the course.

The teacher, while observing certain general rules of instruction, is encouraged in minor details to consult his own judgment and methods and the individuality of the pupil. Original work on his part is welcomed. Manuscript lessons or language exercises, written with particular reference to the requirements of the class, form a part of the school-room work.

During the first two years of the course the pupil is taught writing and the meaning and construction of simple sentences, and practiced in simple addition and subtraction. Number One of Miss Sweet's First Lessons in English, published by the School for the Deaf, at Hartford, Conn., is used in connection with the manuscript lessons by the teacher previously mentioned.

During the next two years the class is carried forward in the construction of sentences; multiplication and division are taught, and more or less instruction in geography is given. Numbers Two and Three of Miss Sweet's Lessons, Brooks's Primary Arithmetic, and Cornell's First Lesson in Geography are employed in the school-room.

During the fifth and sixth years the class is drilled in composition daily; it is advanced in arithmetic to fractions and compound numbers, and even farther if possible. The history of the United States and political and descriptive geography are taught. The text-books used the past year were: Warren's Brief Course in Geography, Ellis's Primary History of the United States, Miss Ellen L. Barton's Language Lessons in Arithmetic. This course sometimes extends in individual cases into the seventh and even into the eighth year.

Daily instruction in articulation and lip-reading is given to every pupil that shows capacity for vocal improvement. In all cases, save

the exceptional ones where the results do not warrant the time and labor bestowed, this instruction is continued through the whole period of the pupil's connection with the Kendall School.

The dentaphone, the hearing tube, single and duplex, Professor Bell's visible speech charts, and all other appliances that can be utilized in the work are employed.

*The high class.*—A feature of the Kendall School, found only in a few of the larger State institutions, is the high class, whose members pursue a course of study preparatory to admission to the introductory class of the college. The text-books used are Higginson's *Young Folks' History of the United States*, Kerl's *First Lessons in English Grammar*, Thalheimer's or Berard's *History of England* (to the reign of Henry VIII), Houston's *Physical Geography*, Gillet and Rolfe's *First Lessons in Natural Philosophy*, or Balfour Stewart's *Physics*, Wentworth's *Common School Arithmetic* or the *Franklin Written Arithmetic*.

#### COURSE OF STUDY IN THE NATIONAL DEAF-MUTE COLLEGE.

Systematic physical training in the gymnasium under the direction of an instructor is required throughout the course.

The courses of instruction and study in the arts and sciences, as set forth in the following outline, are given substantially as they have been pursued, with but slight variations from time to time, for a number of years.

The system of instruction includes the recitation of assigned lessons, conducted for the greater part in writing or by means of the manual alphabet; discussions and lectures, chiefly in the sign language; work in the laboratory and with instruments; courses of reading directed by members of the faculty, and practice in English composition.

The entire curriculum, including an introductory year, embraces a period of five years, each of which is divided into three terms.

### OUTLINE OF THE CURRICULUM.

#### INTRODUCTORY COURSE.

*Language.*—The elements of English grammar are reviewed, and a careful examination of the parts of speech in their relations to each other is pursued, as a half or alternating study, for two terms. Analysis is studied in the third term. Parsing, in varying forms, is constantly exacted, and the student is required to explain examples given in the text-book, to construct some himself, and to select others from the companion studies, Thalheimer's *History of England* and Macy's *Our Government*, and from other sources: Diagrams and symbols are used to present parsing and analysis in a concise form.

Latin is studied throughout the year. The first term is devoted to its etymology, the second to its distinctive grammatical features, and the third to its syntax. In the last term about half of the first book of Cæsar's *Gallie War* is gone over.

*Mathematics* —Wentworth's *Algebra* is the text-book, which is studied throughout the year. Quadratic equations are completed in the third term, and algebra is then discontinued until the last term of the Freshman year. Much attention is given to the elucidation of problems, many of which are taken from Todhunter's *Algebra* and other sources. In comprehending these, some deaf-mutes labor under peculiar difficul-

ties, not from lack of reasoning power, but from insufficient or defective training in English during their previous instruction.

*History.*—Thalheimer's History of England is a half-study, alternating with English grammar. Illustrations of the principles enunciated in the grammar are sought out, words are defined, idiomatic phrases are explained, and peculiar constructions are elucidated by parsing, and by diagrams and symbols. A thorough mastery of the text is expected; the position of all countries and the geographical features mentioned in the text are to be indicated on skeleton maps of Europe and adjacent countries, and strict attention to the chronology is enforced. The class reads from the beginning of the reign of Henry VII. Macy's Our Government is also used in the third term.

#### UNDERGRADUATE COURSE OF STUDY FOR THE DEGREE OF BACHELOR OF ARTS.

The college makes provision for thorough instruction in the essentials of a liberal education without attempting to do the work of the polytechnic schools on the one hand or that of the university on the other. The course of higher instruction leading to collegiate degrees occupies four years and embraces courses in (1) Languages, ancient and modern; (2) Mathematics; (3) Natural science; (4) History, and (5) Philosophy and political science. The arrangement of the studies by years is given in the synopsis which follows this descriptive outline.

#### I.—LANGUAGE.

##### MODERN LANGUAGES.

*History of the English language.*—Text-book: Trench's English, Past and Present; third term of the Sophomore year. The students bring in on paper an epitome of the topics in the lesson, and give further a detailed statement, paragraph by paragraph, followed by answers to questions, and supplemented by explanations on the part of the teacher.

*History of English literature.*—The text-books are Arnold's Manual of English Literature and Maertz's New Method. The study is begun the first term of the Sophomore year, and resumed the third term of the Senior year. With recitations from the historical compend, questions from Maertz's Method, requiring original research, are given and required to be answered in writing. An entire work of some author is occasionally selected for perusal and critical analysis, the result to be given in writing. Now and then an essay is required, giving an estimate of some author, as derived from sources outside of the text-book.

*English composition.*—Frequent exercises in original composition are required of students in all the classes, which are revised and corrected usually in the presence of the writer.

*French and German.*—Both French and German are required in the course, French being studied in the Junior and German in the Senior year, with daily recitations during the first and second terms, and alternate recitations during the third term. With both these languages the attempt is made to give a thorough comprehension of their grammatical forms and principles, the peculiarities of their idioms, and their relations to English, and especially to render the students skillful, accurate, and ready in translation. In French Sauveur's *Causeries avec mes Élèves* and Plötz's *Grammaire Française* are used during the first

and second terms; in the third term Racine's *Athalie*, Souvestre's *Philosophe sous les Toits*, or one of Erekmann-Chatrion's *Romans Nationaux* is read. The corresponding course in German consists of Sheldon's Grammar and Deutsch's Reader, followed by Fouqué's *Undine*, Lessing's *Minna von Barnhelm*, or Schiller's *Wilhelm Tell*. The students are also encouraged to pursue independent courses of reading in French and German.

#### ANCIENT LANGUAGES.

*Latin.*—There are daily recitations in Latin throughout the Freshman year and the first term of the Sophomore year. In the Freshman year, Sallust's Catiline or Jugurtha, and several of Cicero's orations, are read; in the Sophomore year, a part of Virgil's *Æneid*. Special attention is paid to the construction and analysis of the language, to extemporaneous Latin composition based upon the text under consideration, and to Latin etymology in its bearings upon our own tongue. While the authors read are for the most part such as the faculty would prefer, if practicable, to confine to the introductory course, and while—owing to the prominence given to French and German and the critical study of English—the time devoted to the ancient languages is less than in the usual curriculum of American colleges, it is believed that Latin is taught in such a manner as to awaken in the students the true spirit of classical scholarship, and enable them subsequently to read more difficult authors, independently, with pleasure and profit.

*Greek.*—The study of Greek is optional. The course marked out by the faculty, comprising Boise's First Lessons, Goodwin's Grammar, and Xenophon's *Anabasis* in the Freshman year, Homer's *Iliad* in the Sophomore year, and Demosthenes on the Crown in the Junior year, has been successfully pursued to a greater or less extent by several students.

#### II.—MATHEMATICS.

*Geometry.*—The Freshmen study geometry throughout the year, using Wentworth's Geometry, or some equivalent work, as the text-book. The recitations are chiefly written, and the students elucidate their work by means of the sign-language and finger-spelled English. Numerous theorems not demonstrated and problems not solved in the text-book are given to test the ability and proficiency of the class.

*Algebra*, studied throughout the introductory year, is resumed, and the subjects of the theory of exponents, logarithms, ratio and proportion, variation, series, choice, and the binomial theorem, are studied in the third term.

*Trigonometry*, with its applications, is studied throughout the Sophomore year. The text-books are Loomis's Plane and Spherical Trigonometry, with their applications to mensuration, surveying, and navigation, or Olney's Elements of Plane and Spherical Trigonometry and Wentworth's Surveying. Analytical geometry and differential calculus are optional studies.

*Mechanics.*—The elementary propositions of mechanics are mathematically demonstrated and illustrated by numerous practical problems in the first term of the junior year. The text-book is Dana's Mechanics.

In all the studies of the mathematical course much original work is required, and it is believed that students who have mastered this course are prepared to undertake the study of the higher branches of mathematics.



## III.—NATURAL SCIENCE.

*Chemistry.*—The Sophomores use Remsen's elementary text-book to gain a knowledge of the principles of general chemistry. Each student is expected to perform as many of the experiments laid down in the text book as practicable, and to make notes on all his laboratory work. The Juniors engage in laboratory work for one term, making use of standard works for guidance in qualitative analysis. The aim of the entire course in chemistry and analysis is to train students to habits of accuracy in observation and reasoning and to lay a foundation for more advanced scientific work.

*Natural philosophy.*—The Juniors study hydrostatics, pneumatics, magnetism, electricity, heat, and light, for one term, as set forth in Gage's Natural Philosophy.

*Astronomy* is studied for one term in the Junior year. Loomis's Treatise has been mastered by some classes; others have taken text-books of a more elementary character, the work being supplemented by collateral reading.

*Botany* occupies two terms of the Sophomore year, and students are required to sustain an examination in physiological and structural botany, and also to be able to describe fully and determine the names of ordinary plants, excluding only a few of the more difficult families.

*Zoology.*—The Sophomores study the elements of zoology, including the general principles of classification, during one term.

*Physiology* is studied in the second term of the Junior year.

*Geology and mineralogy* are studied in the second term of the Senior year.

*Physical geography.*—The study of the relations of man to his environment, as set forth in Guyot's Earth and Man, is pursued during one term of the Senior year.

Whenever practicable, use is made of one of Beck's binocular microscopes, with the manipulation of which the students are familiarized. Morton's college lantern is also used for purposes of illustration.

## IV.—HISTORY.

*Ancient and mediæval history.*—The study of Swinton's Outlines occupies the first term of the Freshman year, and includes a brief survey of the minor monarchies of the ancient world, and a more detailed study of the four great empires, Egypt, Persia, Greece, and Rome. The geography and chronology are studied with thoroughness, the use of maps as pursued in the introductory class and the construction of chronological charts being required, while occasional essays upon some character or event that will demand contemporaneous reading are exacted. The student is also encouraged to apply the knowledge obtained in this study to his reading of the classical authors.

*Modern history* is taught with the text-book above mentioned during the second term of the Freshman year. Additional information upon the subjects treated is imparted by the professor in connection with the recitations; the students are encouraged to undertake as much collateral reading as their time will permit; and an essay on some historical subject is required every two weeks during the entire term.

## V.—PHILOSOPHY AND POLITICAL SCIENCE.

*Logic.*—First term, Junior year: Nearly all of Jevons's Elementary Lessons in Logic are thoroughly studied, with practice upon a large part of the examples at the end of the volume, besides requiring original ones to be given.

*Rhetoric.*—Third term, Junior year: The text-book is Hart's Composition and Rhetoric, with some use of other authors. Pains are taken to fix and familiarize the principles by careful study of examples with construction of some original ones on the part of the student. A set of questions is given out for the review.

*Mental science.*—During the first Senior term the more important topics of intellectual science are studied, with aid from the professor, as required by subjects of so abstract a nature. Recent classes have studied abridgments of Bain's Mental Science or of Sully's Psychology, supplementing the latter by collateral reading. McCosh's Psychology will be read by the next class.

*Moral philosophy.*—During six weeks of the first term the Seniors have a daily exercise in this study, reading the whole of Haven's Moral Philosophy. Questions are asked on each day's portion of the text-book, and comments are made by the professor.

*Evidences of Christianity.*—During six weeks of the first term the Seniors have a daily recitation in Butler's Analogy. Dr. Emory's Analysis is used, and made the basis of questions. The book is studied without omissions.

*Political economy.*—Perry's text-book is used, with a daily exercise, for six weeks of the second term of the Senior year.

*International law.*—Gallaudet's text-book is read, with a daily recitation, during about six weeks of the third term of the Senior year.

*Aesthetics.*—Bascom's Lectures on the Science of Beauty are read during the last month of the Senior year, with a daily recitation, accompanied by brief lectures from the professor.

#### LECTURES.

As our students and pupils can rarely enjoy such public lectures as are given in the city, it has been our practice for a number of years to give them lectures in signs, and other entertainments, such as exhibitions of the stereopticon, etc., which they can receive through the eye.

During the past year they have had the benefit of the following lectures:—

To the students of the college:—

The Law of Veracity. By President Gallaudet.

Louis XIV. By Professor Fay.

What I Saw in Alaska. By Professor Chickering.

Psycho-physics. By Professor Gordon.

The Disputed Ownership of Alsace-Lorraine. By Assistant Professor Hotchkiss.

Ovid. By Assistant Professor Draper.

To the Pupils of the School:—

A Trip through Colorado. By Mr. Denison.

The United States Navy in the War of 1812. By Mr. Ballard.

A Visit to the Pacific Coast and Yellowstone Region. By Mr. Kiesel.

The Physical Formation of the Earth. By Mr. Bryant.

#### EXERCISES OF PRESENTATION DAY.

The public anniversary of the College occurred on the 4th of May, the exercises being opened with prayer by the Rev. Eugene Peck, of Washington. Gerald McCarthy, of Illinois, a candidate for the degree of Bachelor of Science, presented an oration on "The Forces of Vegetable Life;" Edward P. Cleary, of Ohio, a candidate for the degree of

Bachelor of Arts, delivered an oration on "The Royal Society, its Founders and early Members;" Dudley Webster George, B. A. 1876, a candidate for the degree of Master of Arts, delivered an oration on Goethe's "Iphigenie auf Tauris," the essay being written in German; an essay was presented from Thomas Francis Fox, of New York, B. A. 1883, a candidate for the degree of Master of Arts, on "The Sources of Shakspeare's Characters;" an essay was read from Warren Robinson, of Wisconsin, B. A. 1884, a candidate for the degree of Master of Arts, on "The Will;" and George William Veditz, of Maryland, B. A. 1884, a candidate for the degree of Master of Arts, delivered an oration on "Emerson." Addresses were made to the students by the Rev. Aaron L. Chapin, D. D., ex-president of Beloit College, formerly an instructor of the deaf, and by the Rev. Mark Hopkins, D. D., ex-president of Williams College.

The honorary degree of Doctor of Humane Letters was conferred on Richard Elliot, headmaster for the Institution for Deaf Mutes, Margate, England, and upon Rev. William Stainer, director of schools for the deaf sustained by the school board of London, England.

The exercises of the day were closed with the benediction by Ex-President Hopkins.

At the close of the college year in June, degrees were conferred on the several candidates, in accordance with the recommendations of presentation day.

Diplomas of honorable dismissal were awarded to Francis Maginn, of Ireland, and to Daniel Tellier, jr., and John W. Barrett, of Iowa.

Certificates of honorable dismissal from the Kendall School were given to Amos Barton, Frederick H. Stover, John C. Jump, Oliver J. Clark, John A. Lynch, Jonathan White, and Ormand E. Lewis.

#### ADMISSION OF YOUNG WOMEN TO THE COLLEGE.

In our last report it was stated that applications had been received from several young women to be admitted to the college, and that from several influential quarters the injustice of closing the doors of the college to women had been urged.

After a very careful consideration of the subject it was decided to admit young women to the college during the coming two years as an experiment.

No suitable accommodations for them being available, the president offered to give up the use of the greater part of his residence for this purpose, providing a home for his family elsewhere.

Six young women, representing the States of Illinois, Pennsylvania, Maryland, Nebraska, and Indiana, presented themselves at the opening of our present term, and were admitted to the introductory class of the college.

The matron of the institution, Miss Ellen Gordon, takes charge of the young women, living with them in the president's house, and they recite to the professors of the college with the young men of the introductory class.

#### APPOINTMENT OF AN ASSISTANT MATRON.

Mrs. Alice J. Bishop, of Dakota, formerly matron in the Wisconsin Institution for the Deaf and Dumb, as also in the Ohio Institution, has been appointed assistant matron, to fill the place in the institution made vacant by the assignment of new duties to Miss Gordon.

## DEATH OF HON. WILLIAM M'KEE DUNN.

No other changes have occurred among the executive officers of the institution, but the board of management has sustained a serious loss in the death of Hon. William McKee Dunn, who has been a member of the board of directors for more than six years. General Dunn's services as a director were most valuable. His judgments in council were clear and quickly formed, and carried with them the weight of judicial decisions. Though cautious, he was eminently progressive, and was ready to favor new propositions when convinced as to their desirableness and feasibility. His personal relations with his associates on the board were adorned with the most refined courtesy, and, as was natural, he won not only the respect, but the love of his colleagues.

By the officers and pupils of the institution he was regarded with veneration and affection.

Those who were present at the close of the last academic year in June will not soon forget the happy way in which he combined wit and wisdom in the words of friendly counsel he addressed to those who were completing their courses of study here.

All connected with the institution feel that by his death they have lost a wise and devoted friend, whose memory they will regard it a privilege ever to cherish.

## RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year now under review will appear from the following detailed statements:

## I.—SUPPORT OF THE INSTITUTION.

## RECEIPTS.

Balance from old accounts.....	\$870. 21
Received from Treasury of United States.....	52,500. 00
Received from manual labor fund.....	311. 35
Received from board and tuition.....	6,847. 87
Received from work done in shop.....	217. 00
Received from sale of old lumber.....	21. 34
Received from sale of old furniture.....	9. 43
Received from sale of grease.....	14. 15
Received from sale of old metal.....	27. 43

60,818. 78

## EXPENDITURES.

Expended for salaries and wages out of appropriations from Congress.....	24,806. 30
Expended for salaries and wages out of funds belonging to the institution.....	5,695. 77
Expended for groceries.....	2,355. 09
Expended for meats.....	3,679. 98
Expended for potatoes.....	159. 50
Expended for household expenses, marketing, etc.....	3,281. 03
Expended for butter and eggs.....	1,754. 21
Expended for repairs.....	3,071. 20
Expended for permanent improvements.....	2,280. 80
Expended for furniture.....	1,194. 85
Expended for lumber.....	785. 84
Expended for ice.....	222. 90
Expended for printing.....	279. 30
Expended for chemicals and medicines.....	237. 79
Expended for hardware.....	293. 98
Expended for fuel.....	2,176. 52
Expended for blacksmithing.....	105. 63
Expended for harness and repairs.....	102. 45

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Expended for bread.....	\$972.31
Expended for illustrative apparatus.....	141.96
Expended for medical and surgical attendance.....	355.80
Expended for flowers and plants.....	173.00
Expended for paints.....	375.41
Expended for dry goods and clothing.....	553.41
Expended for flour and feed.....	586.78
Expended for gas.....	771.37
Expended for rent of telephone.....	90.35
Expended for live stock.....	99.65
Expended for entertainment of pupils.....	55.00
Expended for farm tools, seeds, etc.....	153.63
Expended for wagon repairs, etc.....	368.45
Expended for auditing the accounts of the institution.....	300.00
Expended for hand granades.....	24.00
Expended for books, etc.....	540.09
Expended for expenses of president in attending convention of teachers in California.....	200.00
Expended for manure.....	120.87
Expended for freights.....	66.53
Expended for grading.....	50.00
Expended for slates for school rooms.....	147.39
Expended for new boiler and furnace.....	1,477.38
Expended for water closets.....	325.14
Expended for plumbing.....	203.90
Expended for dumb waiters.....	100.00
Balance.....	83.22
	<hr/>
	60,818.78

## II.—BUILDINGS AND GROUNDS.

### RECEIPTS.

Received from Treasury of United States.....	\$8,000.00
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### EXPENDITURES.

Expended for plumbing.....	277.84
Expended for stone-work.....	574.83
Expended for material.....	285.81
Expended for painting.....	116.00
Expended for wood furnishings.....	1,270.56
Expended for carpentering.....	1,400.00
Expended for lumber.....	672.07
Expended for brick-work.....	2,643.23
Expended for terra cotta.....	87.00
Expended for iron-work.....	116.41
Expended for slating.....	320.00
Expended for grading.....	16.25
Expended for plans.....	70.00
Expended for plastering.....	150.00
	<hr/>
	8,000.00

### ESTIMATES FOR NEXT YEAR.

The following estimate for the service of the fiscal year ending June 30, 1889, has already been submitted:

For the support of the institution, including salaries and incidental expenses, and for books and illustrative apparatus, for general repairs and improvements, \$57,500.

Also the following for the current fiscal year:

For current expenses for the year ending June 30, 1888, in addition to the amount already appropriated, \$5,000.

The estimate for current expenses for the year ending June 30, 1889, \$57,500, is somewhat larger than was asked for the current year; but the increased amount will be needed to meet the expenses of the steady,

though gradual, growth in the number of our pupils, and to provide for additional facilities in industrial education; a new building for this department having been recently completed under the authority of Congress.

The estimate of \$5,000 as a deficiency for the current year is made necessary (1) by the failure of the general deficiency bill at the last session of Congress, which contained an item of \$2,500 for this institution, and (2) by the diminishing of the support appropriation for the current year below what was estimated in a similar sum of \$2,500.

It is believed that this cutting down of our estimate for the current year grew out of a misapprehension as to an item of a similar amount needed to provide for the education of feeble-minded children not in this institution.

The action of Congress in these two instances at the last session, diminishing our anticipated resources in the sum of \$5,000, has quite seriously crippled the operations of the institution, especially in the plans we had of affording increased facilities for industrial education, and in making available for use the chemical laboratory recently erected but not yet fitted up.

#### INDUSTRIAL TRAINING.

It has been a great disappointment that through the failure of the deficiency bill we have been unable to utilize the spacious rooms in the new laboratory building, designed to be used for instruction in handicraft. It was the purpose of the board to introduce the trades of printing and wood carving under competent instructors, but in the restricted state of our finances this could not have been done except by the incurring of a debt, the responsibility of which the directors did not feel justified in assuming.

The importance of industrial training as an essential feature in deaf-mute education can hardly be overestimated. The necessity of earning their own livelihood rests upon nearly all of the class, and as their disability operates against them in some lines of work open to others, it is the more important that they should have every possible opportunity to acquire such trades as they can follow successfully.

The difficulties that meet the hearing boy in seeking the instruction which comes usually through an apprenticeship are naturally greater in the case of the deaf boy; and it is well known that it is no easy matter for a boy with all his faculties to secure a start in life as an apprentice.

In the estimate submitted for deficiencies, and in the estimate for the service of next year, amounts are included providing for the fitting up of the proposed new shops and for the services of suitable masters.

#### EDUCATION OF THE BLIND AND THE FEEBLE-MINDED.

Provision is made by law of Congress for the education of the blind of the District in the Maryland Institution for the Blind at Baltimore, and for the feeble-minded in the Pennsylvania Training School for Feeble-Minded Children at Elwyn, Pa. Since applications for the benefits conferred by these provisions must be made through the president of this institution, it seems proper that information should be afforded in this report as to the extent to which the bounty of the Government is enjoyed.

There were during the last year thirteen blind pupils from the District in the Maryland Institution at Baltimore. These children are re-

ported to have made commendable progress in study, in music, and in handicraft, and are preparing for lives of usefulness and measurable independence.

Eight pupils from the District have been in the Pennsylvania School for Feeble-Minded Children at Elwyn, and the number would have been larger had the appropriation of Congress not been limited in amount.

The improvement of feeble-minded children under proper training is little short of the miraculous, and every consideration of humanity suggests liberal provision for the care of all such who have a right to claim the aid of the Government.

#### THE ROYAL COMMISSION ON THE DEAF AND DUMB IN ENGLAND.

An event of international interest, closely concerning this institution, occurred last year, in the transmission of a request from the British Government, through its minister at Washington, that the president of this institution might be allowed to visit England for the purpose of giving information regarding the American system of deaf-mute education to the Royal Commission on the Deaf and Dumb and the Blind, then sitting in London.

Permission was granted the president to visit England for the purpose stated in the invitation, and he was absent during the months of October and November.

All of which is respectfully submitted, by order of the board of directors.

E. M. GALLAUDET,  
*President.*

Hon. L. Q. C. LAMAR,  
*Secretary of the Interior.*

# APPENDIX.

## CATALOGUE OF STUDENTS AND PUPILS.

### IN THE COLLEGE.

#### *From Colorado.*

Russel Shipley Painter.

#### *From Connecticut.*

George Chauncey Williams.

#### *From Delaware.*

Charles Blanchfield Merrick.

#### *From Illinois.*

Georgia Elliott.  
Harry Rosenheim Hart.  
Fredo Hyman.  
Lawrence F. James.  
Michael Gerald McCarthy.  
William G. McIntosh.  
Oscar Regensburg.

#### *From Indiana.*

Ella F. Black.  
Anna L. Kurtz.  
Gabriel P. Mattox.

#### *From Iowa.*

John W. Barrett.  
William W. Beadell.  
Charles William Goodall.  
Charles R. Hemstreet.  
Howard McPherson Hofsteater.  
Paul Lange, jr.  
Ellsworth Long.  
Joseph Schuyler Long.  
John Elmer Staudacher.  
Daniel Tellier, jr.  
Zachariah B. Thompson.  
Hobart Lorraine Tracy.

#### *From Maine.*

Amos Barton.

#### *From Maryland.*

Ennalls J. Adams, jr.  
Frank A. Leitner.  
Alto M. Lowman.

#### *From Massachusetts.*

George T. Sanders.

#### *From Michigan.*

Fred. Max Kaufman.

#### *From Minnesota.*

John Schwirtz, jr.  
Cadwallader Lincoln Washburn.

#### *From Missouri.*

Hugh Kent Bush.  
Henry Gross.  
Stephen Shuey.

#### *From Nebraska.*

Margaret Ellen Rudd.

#### *From New York.*

Isaac Goldberg.  
Martin Milford Taylor.  
Harry Van Allen.  
H. Earl Wilson.

#### *From Ohio.*

Clarence Wilton Charles.  
Edward P. Cleary.  
William Henry Zorn.

#### *From Pennsylvania.*

John Arthur Boland.  
Edwin Clarence Harah.  
William DeWitt Himrod.  
Ide L. Kinney.  
Hattie A. Leßler.  
William Henry Lipsett.  
Charles R. Neillie.  
Henry R. Spahr.  
Oliver J. Whildin.

#### *From Tennessee.*

Thomas Marr, jr.

#### *From Texas.*

Harry E. Marsh.

#### *From Wisconsin.*

Richard Ernest Dimick.  
Thomas Hagerty.  
Benjamin F. Round.

#### *From District of Columbia.*

John O'Rourke.  
Frank G. Wurdeman.

#### *From Ireland.*

Francis Maginn.



## IN THE PRIMARY DEPARTMENT.

*Females.*

Mary Jane Booth, District of Columbia.  
 Alverdia Cornog, Delaware.  
 Jeanette Dailey, District of Columbia.  
 Mary Dailey, District of Columbia.  
 Geneva De Lodge, Indian Territory.  
 Clara L. Deputy, Delaware.  
 Elizabeth Fagin, Delaware.  
 Sarah Louise Fleming, Delaware.  
 Maggie Hyde, Delaware.  
 Irene B. Martin, District of Columbia.

Mary Ann Primeau, Indian Territory.  
 Lucy Smith, District of Columbia.  
 Rosina Scott, District of Columbia.  
 Mary D. K. Senkin, District of Columbia.  
 Eva Webster, Montana.  
 Clara V. White, District of Columbia.  
 Bertha May Whitelock, Delaware.  
 Anna May Wood, Montana.  
 Edwina Olivet Youmans, South Carolina.  
 Annie Zeust, District of Columbia.

*Males.*

Anthony Allen, District of Columbia.  
 William M. Argo, Delaware.  
 Walter Argo, Delaware.  
 J. Dunlop Baker, Virginia.  
 Amos Barton, Maine.  
 Edward M. Blair, Pennsylvania.  
 W. W. Bradley, South Carolina.  
 Roderick W. Broadus, Kentucky.  
 A. C. Buxton, Maryland.  
 William Brown, District of Columbia.  
 George Rose Courteney, District of Columbia.  
 William H. Catlett, District of Columbia.  
 Harry R. Carr, District of Columbia.  
 Oliver James Clarke, South Carolina.  
 George Lawrence Crosby, Iowa.  
 Thomas Davis, District of Columbia.  
 Richard Ernest Dimick, Wisconsin.  
 Charles H. H. Dodge, Minnesota.  
 August C. Essig, District of Columbia.  
 Maurice T. Fell, Delaware.  
 George W. Hall, District of Columbia.  
 Eugene E. Hannon, District of Columbia.  
 Frederick L. Harris, Kentucky.  
 Thomas F. Harrihill, New York.  
 Reuben Hill, District of Columbia.  
 Herbert Hurd, Delaware.  
 Fredo Hyman, Illinois.  
 Charles Inlow, Indiana.  
 John C. Jump, Delaware.  
 Herbert Jump, Delaware.  
 Robert Kleberg, Texas.

Charles H. Keyser, District of Columbia.  
 Charles E. D. Krigbaum, District of Columbia.  
 Joseph M. Landon, District of Columbia.  
 Edward W. Lane, Montana.  
 George M. Leitner, Maryland.  
 Albert C. Lepley, West Virginia.  
 O. E. Lewis, Missouri.  
 William Lowell, District of Columbia.  
 John A. Lynch, Delaware.  
 John McEvelley, Delaware.  
 Gabriel P. Mattox, Indiana.  
 Simon Mundheim, District of Columbia.  
 George W. McDonald, Nebraska.  
 Sheldon Miller, Mississippi.  
 Alton Odom, Tennessee.  
 Thomas H. Peters, Montana.  
 John Price, Pennsylvania.  
 Robert M. Rives, Texas.  
 Vernon Rollins, District of Columbia.  
 Henry H. Rohrer, Ohio.  
 Frank Stewart, District of Columbia.  
 James M. Stewart, Michigan.  
 Harry B. Shibley, Arkansas.  
 Frederick H. Storer, Maine.  
 Richard Thomas, District of Columbia.  
 Hiram T. Wagner, Mississippi.  
 Daniel C. Watson, Tennessee.  
 Henry Willis, District of Columbia.  
 Jonathan G. White, Delaware.  
 James Allen Wright, North Carolina.

## REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September, and closing on the 24th of December; the second beginning the 2d of January, and closing the last of March; the third beginning the 1st of April, and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's Birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually, in advance.

VI. The charge for pay pupils is \$150 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind and the indigent feeble-minded of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of these provisions are required by law to make application to the president of this institution.